

AEE 230D:
Introduction to Agricultural and Extension Education
Spring 2009

Instructor:

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Course Description: This course is designed to create an awareness and understanding of the teaching profession. The class will provide a basis for teaching by synthesizing theoretical knowledge with practical application. In addition, individuals will have the opportunity to identify and reflect on both personal and professional elements of teaching.

Course Objectives: After this course, you should be able to:

1. Describe the national and state professional standards that guide the practice of education in today's society.
2. Explain the process by which people are socialized into and are rewarded in their roles as educators, and the roles of institutions in determining what it means to be a professional educator.
3. Explain how diversity is related to a dynamic global society, including an awareness of multiple categories educators need to recognize and respond to in their teaching, and how these categories affect educators' expectations and learner achievement.
4. Describe the purposes of education historically for individuals, groups, and society.
5. Describe a variety of theories of curriculum and instruction.
6. Explain the legal and organizational context within which educational institutions and educators operate.
7. Explain the multiple roles and uses of assessment in education.

Required Course Text:

Armstrong, D. G., Henson, K. T., & Savage, T. V. (2009). *Teaching Today: An Introduction to Education*. Merrill - Pearson. ISBN: 0-13-159552-0.

Other Course Materials and Resources:

- Microsoft Word
- Web camera (The \$30 variety should work just fine – or borrow your friend's!)
- Skype account (free! Go to www.skype.com to download)

- (Optional) Facebook account

Grading Scale:

A = 93-100	B- = 80-82	D+ = 67-69
A- = 90-92	C+ = 77-79	D = 60-66
B+ = 87-89	C = 73-76	E < 60
B = 83-86	C- = 70-72	

COURSE CONTENT DELIVERY

Content for AEE 230D will be delivered in three ways:

- 1) Multimedia lectures accessed via Carmen
- 2) Readings from required text
- 3) Class discussions via Carmen

Here's a quick guide to our course's page on Carmen:

- Home – the front page and where any course news will be posted
- Content – the home of all course documents and lectures
- Discussions – where you'll be posting discussion board responses every week
- Quizzes – two (optional) practice quizzes will be posted here to give you an idea of what the two exams will be like
- Surveys – where you can find a survey to determine the meeting times for our class chats
- Links – a link to our class wiki and other helpful sites
- Dropbox – where you submit your two papers
- Grades – where you can find your grade on any assignment for the course

In an effort to keep the class moving at the same pace (to make for better discussions), each week's material (lecture and discussion topic) will be posted on the Friday morning prior to the start of that week. So, Week 2's lecture and discussion topic will be posted on Friday morning of Week 1. As indicated in the assignments section, you will need to view/listen to the lecture, respond to the discussion topic, and complete any assignments due by midnight Thursday of that week. So, you need to respond to Week 2's discussion topic by midnight Thursday of Week 2. Week 3's material will be posted the following morning.

ASSIGNMENTS

❑ Exam 1	20%
❑ Exam 2	20%
❑ Paper 1	10%
❑ Paper 2	10%
❑ Discussions	15%
❑ Project	25%

Total 100%

ALL ASSIGNMENTS ARE DUE MIDNIGHT THURSDAY OF THE WEEK DUE

Exams:

Two exams will be taken, each worth 20% of your final grade. These exams are administered as hard-copy exams at a date and location arranged between you and the instructor. In most cases, a staff member on your campus will proctor the exam and will then mail your completed exam to the instructor for grading. Exam 1 should be scheduled during Week 6 of the quarter. Exam 2 should be scheduled during finals week (Spring 2009 = June 8-10). Exams will evaluate your understanding of the content delivered through the textbook, lectures on Carmen, and group discussions.

Papers:

Two papers will be written for the course, each 10% of your final grade. Each paper will demonstrate familiarity with one of the six objectives by citing examples of specific issues for each objective and explaining how each objective impacts your professional career field.

You may choose which two of the six objectives you would like to discuss. Each paper should be a maximum of two, double-spaced pages, one-inch margins, 12-point Times New Roman font. Spelling and grammar will be considered in grading. Papers must be submitted as a Microsoft Word document (preferably saved as a 97-2003 version) via the Carmen dropbox.

Paper #1 due – Week 5

Paper #2 due – Week 9

1. Standards for Educators

Your paper should include the national and state standards which you will be required to adhere to and operate from according to your professional career field. Specifically, identify the standards related to your chosen career field and discuss how those standards will guide your practice in today's society.

2. Professionalism

This paper should explore the process by which people become educators in their chosen career field. Focus your paper on what it means to be a professional educator and how to become a professional educator.

3. Challenges for Inclusion

This paper should allow you the opportunity to explore the various components of diversity. Your paper should include those issues which educators need to address in the role of teachers, and discuss what consequences may occur if such issues are not addressed by the educator.

4. Democratic Issues

Outline the historical developments of events which have occurred in your career field. Select two significant events (selected by you), and discuss the pro's and con's of each event as they related to individuals, groups, and/or society.

5. Curriculum and Instruction

In your chosen career field, there is teaching and learning. Explain at least two theories which drive the teaching and learning in your chosen career field.

6. Legal and Organizational Issues

Every organization is framed around legal and organizational parameters. For your chosen career area, identify and interpret at least four legal and/or organizational parameters with which a professional must comply.

Discussions:

Each week, you will be required to participate in a class discussion via the discussion board on Carmen. You are expected to demonstrate reflection on the topic and depth of thought through your response. Responses should be a minimum of one paragraph. Spelling and grammar will be considered. Each week's discussion post is due by Thursday at midnight and is 1% of your final grade. The additional 5% of your discussion grade will be from participation in the few scheduled online meeting times. See the course schedule for meeting times.

Project: Profile of a Leader

The goal of this project is to become familiar with the context and history of the development of the field of Agricultural and Extension Education. To accomplish this, you will choose an influential leader in the development of Agricultural Education and/or Extension Education to profile. The results of your research will be presented in two formats:

- You will post five entries on our Agricultural & Extension Education History Timeline wiki that relate to the involvement of your selected individual (one timeline wiki for the whole class).

- You will create a profile page on our wiki that addresses the following questions in regards to your selected individual (one wiki page per class member):
 - What is the individual's background and how did this contribute to their perspective on education?
 - Describe the context in which this individual became involved in the development of the AEE field.
 - Identify and describe this individual's most important contribution to the AEE field.
 - If this individual had access to today's technology, what might they have used to further their efforts? How?
 - What advice would this individual give to students preparing for a career in AEE?

OTHER COURSE POLICIES

Attendance:

While AEE 230D does not meet in person, there a few times during the quarter when we will gather online at a scheduled time, either by chat rooms, video conferences, or otherwise. Attendance is expected at these scheduled times, just as it would be in the classroom.

Late Policy:

As a professional in your field you will be required to work with many deadlines. It is imperative that you know to organize yourself to meet such deadlines. Because this is so important, no assignments will be accepted after the due date. No exceptions.

Facebook Group:

A Facebook group has been created for all Ohio State students (at all campuses) who are majoring in Agricultural & Extension Education for each class beginning with the Class of 2012. These groups are intended to be a place to share information, photos, and videos regarding your AEE program over the four years of the program. If you are an AEE major or minor, you are welcome and encouraged to join; however, this is not a requirement for this class. The groups are named "Ohio State AEE 2012", "Ohio State AEE 2013", etc.

Academic Misconduct

Any violation of the university's Code of Student Conduct will be reported to the Committee on Academic Misconduct as specified by Faculty Rule 3335-31-02. Plagiarism and other forms of academic dishonesty are justification for failure on any assignment or the course. Materials turned in for a grade are assumed to be the student's original work prepared specifically for this course during this quarter. Students wishing to submit material that has been used for other classes must get permission from the instructor beforehand.

Notice for Students Needing Accommodations:

If you need an accommodation based on the impact of a disability, contact the instructor to arrange an appointment as soon as possible. At the appointment, the instructor will discuss with you the course format and explore potential accommodations. In this course, the instructor relies on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, please do so.

COURSE SCHEDULE

Week	Week of	Topics	Assignment Due	Meeting
1	March 30	Course introduction What is agricultural education?	Discussion #1 Take survey (Due 4/5)	One-on-one with Mrs. Eick via Skype
2	April 6	How did we get here?	Chapter 8 Discussion #2	
3	April 13	Undergraduate program and career opportunities What does it take to become a professional educator? Professional standards	Chapter 2 Discussion #3	
4	April 20	Who are the students? How has diversity impacted teaching?	Chapter 4 Chapter 5 Discussion #4	
5	April 27	National and state standards What is taught and how is it taught? How do we know students have learned?	Chapter 6 Chapter 7 Discussion #5 Paper #1	Class chat
6	May 4		Discussion #6 Exam #1	
7	May 11	What is the role of school in society? How do philosophical perspectives influence education?	Chapter 9 Chapter 10 Discussion #7	
8	May 18	What are the proposals for school reform?	Chapter 3 Discussion #8 Profile Project	
9	May 25	How is education changing? How is technology changing education?	Chapter 1 Chapter 11 Discussion #9 Paper #2	
10	June 1	What do you need to know about the law? Who controls and finances education?	Chapter 12 Chapter 13 Discussion #10	Class chat
	June 8-10	FINALS WEEK	Exam #2	